

Grade 8 Integrated Language Arts Unit

Lesson 3: Looking at Poverty

Connections to Financial Literacy

In this lesson, students will continue to build their understanding of the difference between wants and needs. In particular they will come to understand the vulnerability of the population group of immigrants to Canada and how it relates to poverty. In developing a better understanding of these relationships, and understanding that inequalities amongst members in their own communities puts some at disadvantages within our communities, the students will continue to “develop the habits of mind and heart that are necessary for good citizenship” (*A Sound Investment: Financial Literacy Education in Ontario Schools*, p. 5).

In addition, this lesson will focus on developing an understanding of:

- social, ethical and environmental implications of financial decisions;
- active citizenship

Lesson 3 integrates:

- Language Arts
 - Reading
 - Writing
 - Oral Communication
- Geography
 - Migration

Curriculum Expectations

Language Arts

Overall Expectations:

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Specific Expectations:

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Extending Understanding

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

	<p>Point of View</p> <p>1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives</p>
<p>Writing</p> <p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<p>Purpose and Audience</p> <p>1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p>Form</p> <p>2.1 write complex texts of a variety of lengths using a wide range of forms</p>
<p>Oral Communication</p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>Making Inferences/Interpreting Texts</p> <p>1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations</p> <p>Extending Understanding</p> <p>1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information</p> <p>Purpose</p> <p>2.1 identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies</p> <p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience</p> <p>Clarity and Coherence</p> <p>2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter and the intended audience</p> <p>Appropriate Language</p> <p>2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience</p> <p>Vocal Skills and Strategies</p> <p>2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning</p>

Geography		
Overall Expectations:		Specific Expectations:
Migration 1. identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society		-identify the push and pull factors that influence people to move (e.g., <i>push</i> : drought, war, lack of freedom, discrimination and persecution; <i>pull</i> : employment opportunities, security, climate) -identify barriers to migration (e.g., physical, financial, legal, political, emotional); explain how the components of culture (e.g., language, social organization, educational systems, beliefs and customs) can be affected by migration
Learning Goals		
At the end of this lesson, students will know, understand and/or be able to... <ul style="list-style-type: none"> • read and respond to the perspectives of others through discussion and video forms; • extract information from a text and develop their own interpretations; • interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas; • consolidate their understanding through a spoken word poem; • begin to focus their thinking on the socio-political issues presented within the texts. 		
Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
Readiness For success in this lesson, students should have had exposure to contributing to group discussions, and co-operative learning.	<ul style="list-style-type: none"> • spoken word poetry (i.e. a form of poetry that is traditionally in the first person, from the poet's point of view, themed on current social issues/ events) 	Minds On <ul style="list-style-type: none"> • LCD • Computer with Internet access (YouTube) • Speakers • Chart paper • Markers Action <ul style="list-style-type: none"> • Grade 8 Appendix 3-1: 'Poverty' Pictures (printed coloured copies) • Post-it notes • Flip Camera/ video recording device

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:**

Note to teacher: This part of the lesson might take 1 to 2 days. Teachers will need to use their professional judgment to make decisions about which parts of this lesson can be addressed in any given day. Make sure to revisit key learning from previous lesson segment at the start of each new segment of the lesson.

- The teacher explains to students that they will be watching a video of a performance by spoken word poets. There are three different examples:

I AM Canadian

<http://www.youtube.com/watch?v=BRI-A3vakVg>



Shane Koyczan – We are More

<http://www.youtube.com/watch?v=zsq68qRexFc>



Shane Koyczan – This is My Voice

<http://www.youtube.com/watch?v=FHczVzGfyqQ&feature=related>

**A for L** Assessment **for** learning

As the students analyze the spoken word poems, the teacher checks, through observations and conversations, students understanding and comfort with making inferences and ability to recognize varying perspectives of the speakers in the videos.

**DI** Differentiated Instruction

Students will have an opportunity to build their own understanding by listening to the ideas of others during the discussion. This activity provides students with an opportunity to be a participant in the discussion or an observer, thereby creating a safe environment for all learners and an entry point into learning.

- After viewing the performances, students (in a whole group discussion format, using the Think-Pair-Share Strategy) are presented with the following questions:
 - How are the performances the same and how are they different?
 - What techniques were used by each performer in their performance to support the message being conveyed?
 - How did those techniques influence the poet's message?
 - Who is the target audience of each performance? Support your answer with details from the text and from connections to other texts.
 - What do you interpret to be the author's intent? Explain your thinking.
- After discussing and analyzing the videos, students co-construct success criteria for spoken word poems with the teacher.

Assessment as learning

Opportunity to co-construct success criteria for: *"What makes a good spoken word performance?"*
e.g.

- Content is focused on a socio-political issue
- Written from the poet's point of view
- Speaker uses a variety of voice techniques (i.e. volume, pacing and emphasis)

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Description:

- Post 'poverty' pictures around the room (**Grade 8 Appendix 3-1: 'Poverty' Pictures**)
- Students move about the room and find the picture that most appeals to them. They are asked to remain at the picture they have selected.
- They will form a group with the others at the same picture.
- The picture group will discuss the following:
 - If this picture could talk what words might it say? (e.g. hurt, need, etc.)
- The group will then use small Post-it notes to individually write words/phrases/sentences and then post them on or around the picture.
- After about 5-10 minutes, the group will be



Differentiated Instruction

By allowing choice with the selection of the pictures, you offer more opportunities for engagement in the activity.

Opportunities for the teacher to collect evidence for observation of process through the group discussions and collaboration.

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.

provided time to share their ideas as a collective group.

- The group will create a spoken word poem using the words or phrases they have posted around their picture.
- The group selects which words/phrases/sentences they would like to use (it is not necessary that all ideas are used for the spoken word poem; alternately, the group may decide to add more as they create their poem). The use of Post-it notes allows the group to move and manipulate the words and phrases when creating their spoken word poem.
- Once students have had a significant amount of time to create and prepare their spoken word poem. They will each get a chance to rehearse and present their work to the rest of the class.
- All performances should somehow include the picture that was the inspiration.
- Students are reminded to use the *Co-constructed Criteria* when planning, creating and revising their spoken word performance.
- To perform the spoken word poem, groups may be given the choice to present live or to video record it.



Differentiated Instruction

Students may choose present their spoken word as a recorded performance or a live performance. This may help to alleviate the pressure of performing live for some students.



Assessment **as** learning &

Assessment **for** learning

If students have the opportunity to record their performance beforehand, it will provide an opportunity to have peers give descriptive feedback (that reflect the co-constructed criteria), and allow the groups to re-record and improve upon their initial performance.



Assessment **of** learning

The co-constructed criteria can be used as a checklist by the teacher to determine who has “Met” and “Not Yet Met” the expectations.

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

Whole Group Discussion (using Think-Pair-Share Strategy):

Ask students the following questions:

- What were some of parts of the visual text that bothered you?
- Given the way the photographer has taken the picture, what do they want us to believe?
- Were there any connections between the themes presented in the poems today?
- What do you believe is the common theme? Why do you believe this?

Note: Teacher may wish to tell students that this topic is one that needs to be explored over time in order to help absorb some of the issues and themes. We have to explore it more and will do so in the next lesson.

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